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ONTARIO

Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR THE

Model Schools

AT

Embrun, Sandwich, and Sturgeon Falls

SESSION 1929-1930

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THE LEGISLATIVE ASSEMBLY OF ONTARIO

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CONTENTS

PAGE

GENERAL REGULATIONS:

- Location 5
- Purpose 5
- Session 5
- Conditions of Admission 6
- Financial Aid 7
- Duties of Staffs 8
- Duties of Teachers-in-Training 9
- Text Books 9
- Literary Society 9
- Courses 9
- Organization of the Professional Courses 10
- Observation and Practice-Teaching 11
- DETAILS OF COURSES 12
  - Science of Education 12
  - School Management 12
  - Special Methodology 13
  - Reading 14
  - Spelling 14
  - Composition 15
  - Literature 16
  - Grammar 16
  - History 17
  - Geography 17
  - Nature Study 18
  - Arithmetic 18
  - Lecture 19
  - Littérature 20
  - Composition 20
  - Grammaire 20
  - Orthographe 21
  - Writing 21
  - Art 21
  - Vocal Music 22
  - Hygiene 22
  - Physical Culture 23
  - Manners and Morals 23
- EXAMINATIONS 23
- CERTIFICATES 24

The Model Schools of Ontario
1929-30

LOCATION

1.—The Model Schools are situated at Embrun, Sandwich, and Sturgeon Falls, and will be conducted if a sufficient number of students apply for admission.

PURPOSE

2.—(1) The purpose of the Model Schools is to prepare students for certificates qualifying them to teach in schools which are attended by French-speaking pupils, and in which French is a subject of instruction on the approval of the Minister of Education.

(a) The Professional Course provides training in the theory and art of organizing, governing, and instructing the pupils of these schools. This course will be given at Sandwich, Sturgeon Falls, and Embrun.

(b) The Academic Courses provide instruction in the subjects of the Lower and Middle School of the High Schools for students for whom instruction in the special French courses is not available in their home communities. The Lower School course will be given at Embrun and Sturgeon Falls. The Middle School course will be given at Embrun, Sandwich, and Sturgeon Falls if a sufficient number of students apply.

(2) At Embrun, Sandwich, and Sturgeon Falls, such Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and by such teachers of the affiliated schools as the Principal of the Model School may designate for this purpose.

SESSION

3.—(1) The next session of the Model Schools begins on Tuesday, the 3rd day of September, 1929, and ends on the second Friday of June, 1930. The Academic Courses, however, end at the close of the Departmental examinations on these courses.

(2) There are two vacations, as follows:
At Christmas, beginning on December 21st, 1929, and ending on January 6th, 1930; and

At Easter, beginning on the Thursday preceding Easter Day, and ending on the second Monday following Easter Day, 1930.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

CONDITIONS OF ADMISSION

4.—(1) Application for Admission shall be made to the Deputy Minister not later than August 24th, 1929, on a form to be supplied by him.

(2) With his application to the Deputy Minister, the applicant shall submit on official forms the following certificates:—

(a) A certificate from competent authority that he is a British subject.

(b) For admission to the Professional Course, either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relatives cognizant of the fact that the applicant will be at least sixteen years of age on or before September 1st, 1929.

(c) For admission to the Academic Courses, a similar certificate or affidavit that he will be at least fourteen years of age on or before September 1st, 1929.

(d) A certificate from a clergyman, or other competent authority, that he is of good moral character.

(e) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Public and Separate School Courses of Study.

(3) The applicant shall also forward with his application one of the following:

(a) (i) For admission to the Lower School Academic Course, a certificate of having passed the High School Entrance examination, including the subjects in French. (See Circular 46).

(b) For admission to the Middle School Academic Course, a certificate of having passed the Lower School examination for French-speaking students (Circular 46).

NOTE.—For admission to the Lower School Academic Course, an applicant must show that adequate instruction in English and French is not available in the schools of his own locality.

(c) For admission to the Professional Course, certificates of having passed the examinations for Entrance into the English-French Model Schools, as prescribed in Circular 4A, 1928.

(4) (a) If a candidate's application is approved, he will receive a card of admission from the Deputy Minister, and shall attend the Model School to which he is assigned. Without such card, he shall not be admitted.

(b) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

FINANCIAL AID

Financial aid will be granted to students who are in attendance at schools taking Academic and Professional Courses for Teachers' Certificates under the following conditions:

1. Assistance will be given only for board and travelling expenses of students who cannot reach the school daily by ordinary means of transportation, such as street cars, busses, commutation tickets on the railroads, etc.

2. Assistance will be given only in the form of loans, adequately secured, the amount covered by loan to be the actual expenditure for board or travelling expenses as certified by the principal, and in no case to exceed $7.00 per week for board.

3. Loans may be secured from the Department of Education by students in attendance at the professional classes as follows:

(a) At the University of Ottawa Normal School.

(b) At the Model Schools at Embrun, Sandwich, and Sturgeon Falls.

4. Loans may be secured by students who are taking approved Middle School Courses in preparation for entrance to the University of Ottawa Normal School, on the following conditions:

(a) Students must have completed the Lower School requirements for entrance into the University of Ottawa Normal School.

(b) Students must be in attendance at the academic classes maintained by the Department in the training schools in Sandwich, Sturgeon Falls, or Embrun, or at other schools approved by the Minister and inspected by officers of the Department of Education.

(c) Students must, unless otherwise directed by the Minister, attend the school nearest their places of residence, and must not enter upon the course without previously applying for and receiving the approval of the Minister.

5. Loans may be secured for students taking Lower School Courses in preparation for entrance to a Model School only under exceptional circumstances and under the following conditions:

(a) The students must give evidence to show that Fifth Form Classes or other means of instruction in both English and French are not available locally.

(b) They must attend either the Sturgeon Falls or the Embrun Training School.

6. Loans shall not cover courses which extend beyond two academic years and one professional year.

7. Loans are to be repaid to the Department of Education on the following conditions:

(a) The full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools.

(b) Each full year of service will relieve the teacher of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

DUTIES OF STAFFS

6.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training and shall be responsible to the Minister for the efficiency of the Model School.

(2) The members of each staff of the affiliated Schools shall be appointed by the Board, but their appointment shall be subject to the approval of the Minister. For Model School purposes, they shall be subject to the authority of the Model School Principal.

(3) When, notwithstanding the certificate prescribed in Regulation 4 (2) (e), a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and as a result thereof may direct the Principal to dismiss him from attendance.

(4) The Principal shall dismiss at any time during the session from further attendance at the Model School teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge only at such places as are approved by the Principal.

(2) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(3) Teachers-in-training who absent themselves from attendance must present to the Principal satisfactory reasons for their absence, and failing in this, shall not be readmitted.

TEXT BOOKS

8.—(1) Each teacher-in-training in the Academic Courses shall provide his own text books.

(2) Each teacher-in-training in the Professional Course shall provide for himself the text books authorized for the Public and Separate Schools, but will be supplied with the Ontario Teachers' Manuals at the Model School.

LITERARY SOCIETY

9.—A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society and shall attend the meetings regularly. It should begin immediately after the work of organization has been completed, and should meet once each month until the special review for the final examination begins. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

COURSES

10.—(1) The Lower School and the Middle School Academic Courses shall each cover a period of two school years.

(2) The Professional Course shall cover a period of one school year, and shall be both academic and professional, as follows:

(a) A thorough review of the Public and Separate School Courses from the standpoint of pedagogy and the requirements of the Public and Separate Schools.

(b) Special instruction in Writing, Art, Physical Culture, Hygiene, Vocal Music, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling).

ORGANIZATION OF THE PROFESSIONAL COURSES

Introductory

11.—(1) In the first four weeks of the Session, an introductory course shall be given covering the prime essentials of the Science of Education and of School Management.

(2) Half of each day of the fourth week shall be spent in a course of observation of the management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss the results of such observation with the other members of the staff and the teachers-in-training.

General

12.—After the completion of the Introductory Course:—

(1) The course in the Science of Education and the course in School Management should each be taken up three periods a week until finished; and

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Science of Education and School Management, each 60.

(3) The number of lesson-periods per week for each of the following subjects shall be, as nearly as practicable, as follows:

English and French: Reading and Literature, Composition, Spelling, and Grammar, 12; Art, 1; Writing, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in singing and in physical exercises should also be given for a few minutes from time to time between lesson periods; school games should be taught at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

(5) For the more important subjects, lesson-periods of forty minutes each are recommended.

(6) The following principles of selection and order should be observed:

(a) Arithmetic should be taken about three periods a week for the first six months. It should then be continued with at least one period a week to the end of the session.

(b) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics and Reading, should be related in organization.

(c) In Nature Study, the biological side should be given special attention during the Autumn and the Spring.

NOTE 1.—School Law and the Regulations should be taken up towards the close of course.

NOTE 2.—To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School courses of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

OBSERVATION AND PRACTICE-TEACHING

13.—(1) (a) The Introductory Courses provided for in Regulation 11 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons, 30; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(b) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the affiliated Public or Separate School. The members of the staff shall accompany the teachers-in-training regularly in both the Observation and Practice-teaching courses.

(c) After an Observation or a Practice-teaching lesson, the teacher-in-training shall submit a report upon it to the grade teacher concerned for the discussion thereof.

(d) At least that group to which the teacher-in-training belongs shall take part in the discussion on his Observation and Practice-teaching lessons.

(e) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the schools in all subjects and in all grades.

(f) The necessary applications of the Science of Education and of Methodology shall be made systematically by the Model School staff in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(2) Model lessons for Observation by the students shall be taught by the staff of the Model School and by the teachers of the affiliated School in accordance with the regular time-table of such School.

(3) (a) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(b) Before beginning a Practice-teaching lesson, the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(c) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(4) Concerted work on the part of the teachers in the Model and the affiliated School shall be secured by frequent conferences, especially at the beginning of the session, and the teachers of the Model School shall assist regularly in the criticism of the practice lessons of the teachers-in-training.

DETAILS OF COURSES

Science of Education

14.—The course, which shall be as practical as possible, includes the following topics:

Education: Nature of education; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions, school, church, home, vocation, etc.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types; developing lesson types; the study lesson; the recitation lesson; the drill lesson; the review lesson; the art of questioning.

Psychology: Nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning.

Child Study: Periods of development, characteristics of each period.

BOOK OF REFERENCE:

Ontario Normal School Manual: **The Science of Education.**

NOTE.—The foregoing course should be taken up in a simple manner with directions by the teacher of the subject as to the sections in the manuals that are of most importance to the teacher-in-training at this stage.

School Management

15.—The course includes the following topics:—

Meaning and Aims of School Management: Aims and scope of organization; the end of good management; relation of management to the teaching process.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class-room; the playground; the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils; special problems of schools attended by both English-speaking and French-speaking pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences; penalties.

School Law and Regulations: The Ontario Schools Act and the Regulations in so far as they pertain to the duties of school boards, teachers, and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:—

The importance of signing the name correctly and the Christian name in full and of specifying in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils and the school.

BOOKS OF REFERENCE:

Ontario Normal School Manual: **School Management.**

Ontario Schools Acts.

Regulations and Courses of Study of the Public and Separate Schools.

Special Methodology

16.—The course includes the following topics:

(a) An introductory general survey of the Public and Separate School Course of Study with a view to understanding its purpose as a whole, the special object of each subject, and the correlation of the different subjects amongst themselves.

(b) A systematic review of the subject matter of the Public and Separate School Text-books; such study to be concurrent with special methods of instruction, accompanied by the lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Composition below, and is fully dealt with in the Manual of Methodology.

Reading

(1) The course includes the following topics:—

Introductory.—The correlation of reading with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods.—The word, sentence, phonic, and combination methods; methods of beginning English reading with French-speaking pupils; reasons for differences in procedure from that adopted with English-speaking children; correlation with early language work; use of blackboard in early stages; when to introduce the Primer; devices for securing rapid word recognition and for fixing attention upon the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on

the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

BOOK OF REFERENCE:

Ontario Public School Manuals: **Primary Reading, Ontario Readers—Books II., III., IV. Manual on Teaching English to French-speaking Pupils. Supplement to the Manual on Teaching English to French-speaking Pupils.**

Spelling

(2) The course includes the following topics:

Introductory.—The correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention versus correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling; uses of the dictionary and of the spelling-book.

BOOK OF REFERENCE:

Ontario Public School Manual: **Composition and Spelling.**

English Composition

(3) The course includes the following topics:

Introductory.—The relation of oral and written composition; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; value of reading and memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition. Special stress should be laid on oral composition for Junior Classes.

Methods.—Methods of encouraging the pupil's free, natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected with such criticism and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; methods of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Sentence and paragraph structure; paragraph composition; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; autobiographies of familiar things; developing themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

The following special methodology of teaching English to French-speaking pupils of Form I. should be discussed and illustrated in connection with the Manual: The Natural or Direct Method; underlying principles; materials for lessons during the first year; method of presentation; necessity of securing clear articulation and correct pronunciation; transition from conversational work of first year to oral composition of second year; methods in written composition; incidental teaching through school directions; value of the use of English as a medium of instruction in various school subjects.

If the natural method is properly applied, the mother-tongue will be required only to clear up difficulties or to avoid a loss of time, and in that case its use should be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil should understand clearly the meaning of everything he says, and should never be asked to write or memorize anything that he does not understand clearly, and that he cannot say correctly.

BOOKS OF REFERENCE:

Ontario Public School Manual: **Composition and Spelling. Manual on Teaching English to French-speaking Pupils. Supplement to the Manual on Teaching English to French-speaking Pupils.**

Literature

(4) The course includes the following topics:

Teacher's preparation: Special importance of the teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

Methods: The application of the principles of general method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes versus extracts.

Preparation of the pupils; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole; the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

BOOK OF REFERENCE:

Ontario Public School Manual: **Literature.**

English Grammar

(5) The course includes the following topics:

Introductory: The meaning of Grammar; its relation to speech; correlation with other subjects; reasons for deferring the formal study of English Grammar till Form IV.; when to begin the study of French Grammar.

Methods: The sentence as the starting point; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions; their value; how definitions are to be obtained, how to be applied; how to conduct reviews; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; its relation to composition.

Public School Manual: **Grammar.**

BOOK OF REFERENCE:

History

(6) The course includes the following topics:

Introductory: The correlation of history with other subjects, especially geography; the special value of Canadian and British history; what makes an event important; the class academic review to deal with the most important features.

Methods: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions; introduction of the text-book.

The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises by pupils; the use of pictures, maps, etc., of readers, of the text-book, and of current journals and periodicals.

The natural attractiveness of biography; the relation of biography to history; the use of a study of biography for the development of character; selection of suitable biographies for pupils of different grades.

The relation of epochs to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of present forms of civic institutions.

Character of history readers and of supplementary works for the different grades. Significance and value of our Flag. The causes and significance of the Great War.

BOOK OF REFERENCE:

Ontario Public School Manual: **History.**

Geography

(7) The course includes the following topics:

Introductory: Its relation to other subjects especially to nature study, and history.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views, sand-table, scrap-book, modelling, map drawing, scales; weather observations and records; simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of the reference library, books of travel, geography readers, etc.; common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details; the proper and systematic use of the Geography Reader for Form III.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

BOOK OF REFERENCE:

Ontario Public School Manual: **Geography.**

Nature Study

(8) The course includes the following topics:

Introductory.—Its relation to formal science and agriculture; its correlation with other subjects.

Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials, such as stories, literature, etc.

Methods: Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public and separate schools.

NOTE.—Where conditions are favourable, the teacher is recommended to conduct a course in Agriculture suitable to the needs of the schools in which the teachers-in-training are likely to be engaged.

BOOK OF REFERENCE:

Ontario Public School Manual: **Nature Study.**

Arithmetic

(9) The course includes the following topics:

Introductory.—Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of overestimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units, number, a ratio.

Methods: Analysis and synthesis, induction and deduction, compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the methodology of the elementary work and the requirements of teachers engaged in Rural School work. The work to the end of Form III. should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; divisions, short and long; factoring; cancellation; division by factors; measures and multiples.

Fractions: How and when to be introduced; different interpretations; notations; rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers.

Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

BOOK OF REFERENCE:

Ontario Public School Manual: **Arithmetic.**

Lecture française

Méthodes de lecture chez les petits: les mot-clés, importance, choix, enseignement comme mots entiers, syllabation; exercises intéressants favorisant la retention des syllabes: la lecture expressive, comment l'obtenir dès le début; la lecture d'historiettes ou de courts récits intéressants; importance de la lecture supplémentaire dès que l'enfant commence à lire couramment; choix de livres faciles et intéressants pour lecture supplémentaire; corrélation entre la lecture, l'écriture, et l'orthographe; la lecture dans la correction d'une prononciation défectueuse; la lecture individuelle, et collective; exercices d'application aux leçons de lecture.

La lecture aux cours plus avancés; qualités d'un bonne lecture orale—prononciation, inflexions, ton, pauses, liaisons; fautes ordinaires de prononciation et comment les corriger; le ton naturel de la conversation et les inflexions; comment introduire ce ton naturel dans la leçon de lectur; comment habituer l'enfant à faire les pauses nécessaires; les liaisons, nécessité de surveiller le langage parlé.

La leçon de lecture; travail préliminaire—(1) étude littéraire du morceau, (2) exercice de prononciation des mots difficiles, (3) lecture silencieuse par les élèves; la critique de la lecture, le but a atteindre, la méthode à suivre; nécessité d'éveiller chez l'enfant les sentiments exprimés par le morceau; la matière à couvrir en une leçon; la lecture imitative, dangers, conditions exceptionnelles justifiant son emploi.

Le lecture supplémentaire; importance; la bibliothèque scolaire, comment se la procurer, comment s'en servir; étude de quelques livres pouvant intéresser les élèves des différents cours (voir circulaire 73).

N.B.—Chaque élève devra se procurer Le Premier Livre de Lecture (Première Partie), approuvé par le Ministère de l'Instruction Publique, et faire une étude sérieuse des méthodes suggérés dans l'appendice de ce livre.

Littérature française

(11) But de cet enseignement.

Genre de littérature qui fait appel aux élèves des différents cours; étude de morceaux appropriés à la capacité des élèves des différents cours.

Méthode d'enseignement d'un morceau littéraire; préparation des éléves analyse et synthèse du morceau; importance de la lecture par (a) le maître, (b) les élèves; usage du dictionnaire; biographie de l'auteur.

Pourquoi et comment faire apprendre par cœur des morceaux littéraires par les élèves de tous les différents cours; choix de morceaux propres à cet usage.

Fautes à éviter en enseignant la littérature.

Livres de référence:

Poèmes pour l'enfance—Braunschwig.
Pour faire réciter nos petits—Dès.
Vers et prose pour les petits—Brès.

La rédaction française—F.S.C.

Méthodologie générale et spéciale—Ross.

Comment raconter des histoires à nos enfants et quelques histoires racontées—1e et 2e séries—Bryant.

Composition française

(12) But et importance de l'enseignement de la composition.

Travail du maitre au début afin de rectifier et d'augmenter le vocabulaire de l'enfant; correction de fautes de langage; exercices intéressants qui portent l'enfant à s'exprimer—étude d'images, reproduction d'historiettes, narration d'experiences personnelles, exercices d'observation, causeries, etc.

Rédaction: genres d'exercices faciles et intéressants au moyen desquels les enfants du 2e cours apprennent graduellement à écrire de petites rédactions; rédaction au 3e et 4e cours; reproduction par écrit d'historiettes, de biographies historiques, etc.; choix de sujets de composition; développement d'un sujet; plan; correction des compositions; usage du dictionnaire par les élèves.

La lecture supplémentaire favorisant l'enseignement de la composition

Grammaire française

Importance relative de l'enseignement de la grammaire; à cause des nombreuses inflexions que l'oreille ne peut saisir et les fautes grammaticales dans le langage courant.

Quand commencer l'enseignement de la grammaire; la matière à enseigner au début—nom, pronom, adjectif, verbe; comment rendre cet enseignement simple, intuitif et pratique, en évitant l'emploi de termes grammaticaux que les élèves ne peuvent comprendre; importance de la conjugaison orale de verbes que l'enfant emploie souvent incorrectement dans sa conversation ordinaire tels que; **aller, arriver, venir, asseoir,** etc.; comment habituer les élèves à orthographier correctement certaines formes du verbe sans parler de classification, modes, etc. (Voir Premier Livre de lecture, première partie, leçons basées sur les sons **ez, ais, ait, aient, etc.)**

La grammaire dans les cours plus avancés; méthode inductive-déductive pour l'enseignement des règles et définitions; ce qui doit être vu re chaque partie du discours dans les différents cours; besoin de porter attention spéciale à l'enseignement du verbe; conjugaisons, comment les introduire; les temps et les modes; la formation des temps; les verbes irréguliers; le participe présent et l'adjectif-verbal; les règles principales de l'accord du participe passé et comment les enseigner.

La grammaire et l'orthographe; nécessité de faire une corrélation constante de ces deux matières dès que l'enfant commence l'étude de la grammaire.

La leçon de grammaire: préparation, présentation, application.

Analyse logique et grammaticale: utilité au point de vue de la compréhension et de l'application des règles; comment rendre cet enseignement pratique.

Orthographe

(14) Importance de l'orthographe.

Quand et comment en commencer l'étude; corrélation entre la grammaire et l'orthographe; l'étude simultanée de la grammaire et de l'orthographe.

La dictée; son caractère; longueur, difficultés, vocabulaire. Comment préparer les élèves à l'écrire, comment la dicter, comment en corriger les fautes; révisions; syllabation; concours; la transcription, la lecture supplémentaire, et tout devoir écrit, favorisant l'enseignement de l'orthographe.

Fautes à éviter en enseignant l'orthographe.

NOTE: Several topics specified under the English subjects apply equally to the teaching of French. Hence these topics have purposely been omitted in order to give the teachers more time to improve the pupils' academic standing in French.

Writing

(15) The course includes the following topics:

Penholding; position at the desk; position on the paper; the proper formation of the small and capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the teacher should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

BOOK OF REFERENCE:

Ontario Public School Manual: **Writing.**

Art

(16) The course includes the following topics:

Introductory.—Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or of any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

BOOK OF REFERENCE:

Ontario Public School Manual: **Art.**

Vocal Music

(17) The course includes the following topics:

Tune: Practice in singing, from the tonic sol-fa modulator, or the Staff, the simple intervals of the Major Scale, in various keys.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Voice Culture: Practice in correct production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the tonic sol-fa or Staff notation; part songs and patriotic songs of recognized merit. These should commence with the simpler elements of time and tune, and proceed to the more advanced grades, in so far as the time available for this purpose will permit.

NOTICE:—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will so state.

BOOKS OF REFERENCE:

Cringan: **The Educational Music Course.**

Curwen: **The Teacher's Manual.**

Hygiene

(18) The course includes the following topics:

School Hygiene: School sanitation; common facts of bacteriology; general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provisions of The Ontario Public Health Act and Regulations, so far as they pertain to pupils, teachers, and school boards.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

BOOK OF REFERENCE:

Ontario Public Health Act and Regulations.

Physical Culture

(19) The course includes the following topics:

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at forward bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simple forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

BOOKS OF REFERENCE:

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners and Morals

(20) The value of politeness in social and business relations; the correlation of Manners and Morals; their elementary principles.

EXAMINATIONS

17.—(1) (a) The final standing of the teacher-in-training in Groups I. and II., enumerated below, shall be determined on the combined results of his Sessional Records, a final examination in June, based upon the courses as laid down in this Syllabus, and his observation and practice-teaching records.

(b) The Sessional Records shall consist of estimates of the class tests, practical work, and home exercises in each subject and an examination at Christmas.

(c) The final examination papers in Group I. shall be prepared by the Department and in Group II. by the staff of each school. The answer papers shall be read by the staffs and the results settled by the Department.

(d) The examination in the subjects of Groups I. and II. enumerated below shall deal exclusively with the professional side of the subjects.

(e) At the examinations in the subjects of Group I. enumerated below, there shall be two papers, one in English and one in French, in Grammar and Composition and in Literature, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations.

Group I.—Science of Education, School Management, Grammar and Composition (English and French), Literature (English and French), Geography, Arithmetic, History.

(f) At the examinations in the subjects of Group II., enumerated below, there shall be two papers in Reading and Spelling, one in English and one in French, and one paper in each of the other subjects and the marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Vocal Music.

(2) The final standing of the teacher-in-training in Observation and Practice-teaching shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 800, and those for Observation lessons 400.

CERTIFICATES

18.—(1) A teacher-in-training who, at the final examination, obtains 50 per cent. of the marks in each paper of Groups I and II, and 60 per cent. of the marks obtainable for Observation and Practice teaching respectively, may, on the recommendation of the staff, be awarded an English-French Teacher's Certificate Grade B, valid for five years in schools which are attended by French-speaking pupils and in which French is a subject of instruction on the approval of the Minister.

(2) A teacher-in-training who fails at the final examination in not more than four papers of Groups I and II, but who passes in Observation and Practice-teaching respectively and makes 40 per cent. of the marks in each paper on which he has failed may, on the recommendation of the staff, be granted an English-French District certificate valid for two years in a school which is attended by French-speaking pupils and in which French is a subject of instruction on the approval of the Minister. He may, thereafter, without attending a second session, on the recommendation of the Inspector, and on passing in the papers in which he has failed, be granted an English-French Grade B Certificate, valid for the unexpired portion of the five years that would have been granted on a Grade B Certificate. All other candidates who fail shall attend a second session, beginning after the Christmas vacation.